

INNOVATED FRAMEWORK EDUCATION PROGRAMME FOR ROMANI LANGUAGE

LEVEL A1
(primary education)



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INTRODUCTION

Framework education programme in its current form is based on Framework education programme for Romani language which was drafted on the basis of Common European Framework of Reference (hereinafter “CEFR”) by an expert team in Council of Europe (including experts speaking Romani language) guided by D. Little and B. Simsom as a basic document for further planning of Romani instruction in Council of Europe member states. (CFR 2008, p. 5, available at web page www.coe.int/lang).

The aim of the Programme is to strengthen the development of Romani language as a functional language of Roma in modern society. The purpose of Romani language instruction according to language proficiency levels is to enhance gradually and systematically Romani language competences of pupils. With a view to CEFR, an emphasis shall be placed on the following areas:

- 1) listening comprehension,
- 2) reading comprehension,
- 3) oral expression – monologue,
- 4) oral expression – dialogue,
- 5) written expression.

The pupils deepen their language competences in these areas, they are able to understand a simple and short spoken text, they can independently lead a dialogue or monologue about topics known from everyday life and they can write a simple and short text (e.g. about themselves, their family, their favourite activity).

Romani language instruction requires motivation, so that pupils are directly engaged into the education process. Each pupil should feel comfortable in the classroom and each pupil should be an equal partner and not only an object, but also a subject of education. Devoting attention to Romani language, by focusing on precise, rich and cultivated expression forms, creates a positive relationship towards Romani language (in the position of native language, second language, national minority language, or foreign language). It also supports respect of the language as a holder of national culture and traditions. Romani language instruction in primary education positively changes the attitude of Romani pupils towards themselves, life and education as a life-long value.

I Description of subject

The basis of Romani language instruction is a standardized form of Romani language. In Slovakia it is the North-central dialect (standardized Romani language from 2008) which is considered to be a standard form. Most Roma living in Slovakia and Czech Republic communicate in this dialect and most writings are drafted in this dialect from expert and didactic view.

Romani language instruction based standardized language form has to take into consideration pupils’ own experience, to relate to their everyday lives. The aim of Romani language instruction also includes acquisition of knowledge on richness of Romani dialects as a European minority language and building of respect in relation to different dialects of this language as well as in relation to speakers of other dialects. At the same time, pupils should understand standardized Romani language as an instrument of cultivated communication which enables personal development without suppressing of Romani nature. They should understand it as a language system preferring original Romani means of expression, but also as a system which is more tolerant in relation to other dialects in comparison to Central European languages, standardized according to 19th Century model. It is important to support in pupils a sense for cultivated Romani language, which will be, however, based on a high style of expression and not on intolerance towards speakers of other Romani sub-dialects of (North-central) Romani dialect.

The program composed of content and performance standards is designed for primary education (language level A1) and consists of 11 thematic units: Me and my family, House/flat/camper trailer and its activities, My community, Roma crafts and professions, Holidays and celebrations, In school, Travel and transport, Food and clothes, Time, seasons and weather, Nature and animals, Hobbies and artistic leisure time activities, which reflect usual language needs of pupils and reflect history, traditions and lifestyle of Roma. (CFR 2008, p. 18).

Literary texts specified in Framework education programme should serve as a recommendation. Their goal in primary education is to develop systematically reading and interpretation skills of pupils.

II Goals of subject

Romani language instruction in primary education should be based on pupils' experience and should relate to their everyday lives. Pupil has to be viewed as the subject of education process and his/her behaviour, experiences, needs and interests must determine the course of the whole education process.

Romani language instruction is focused on achieving the following goals:

- to raise interest in Romani language among pupils and to build a relationship with it as one of the languages which is a part of a common European cultural and linguistic heritage;
- to raise interest in Romani literature and culture through Romani language;
- to support and develop expression skills of pupils;
- to acquire basic rules of orthography in Romani language, skills and habits and to learn to write according orthographic rules;
- to acquire elementary knowledge of letters, grammar and syntax of the language, meaning of words and their composition, to acquire principles of standardized orthography of North-central Romani;
- to acquire basic knowledge in Romani language (family, school, things in daily life);
- to contribute to a complex development of pupils' personality (cognitive, social and emotional development);
- to motivate pupils to study languages and to study in general;
- to guide pupils to knowing their culture and other cultures and to their acceptance;
- to guide pupils to extending their perspectives and information;
- to guide pupils to striking a right balance between sense of belonging and openness towards world without prejudice;
- to teach pupils to tolerate differences;
- to create conditions for success of Roma children at school.

III General competences

General competences include a wide array of skills which concern for instance self-awareness, learning process a. o., and are necessary for various activities, including language activities.

Pupils at language level A1 develop general competences in order to:

- acquire effective learning strategies, concentrate on reception, acquisition and sorting of information;
- repeat acquired knowledge and supplement it;
- supplement their knowledge and develop communication language activities and strategies, to interconnect them with known things, systematize them and develop them for their further development and real life;
- assess critically one's progress, accept feedback and be aware of possibilities of one's development;
- use available materials for self-study.

IV Communication and language competences

Communication language competences enable the learner to act while using specific language instruments. (CEFR, 2013, p. 12)

Communication competences consist of the following components:

- linguistic competences,
- sociolinguistic competences,
- pragmatic competences,
- intercultural communication competences.

Pupil who achieves A1 level:

- can use well known everyday words, most basic collocations and phrases;
- can react verbally to instructions and questions from teacher and classmates;
- can provide information about himself/herself and others;
- can create simple questions and answers to them;
- can reproduce short stories, text;
- can formulate simple texts (greeting, invitation, wish);
- can copy and note down words correctly;
- can speak in a simple manner while using mostly verbal, but also non-verbal communication instruments in the context of everyday communication and expression of his/her personal interests.

1 *Language competences*

Pupil at A1 level:

- can use only most basic simple words, collocations and phrases concerning his/her person and interests;
- has knowledge of basic vocabulary;
- can pronounce Romani sounds which do not exist in Slovak (fricatives čh, kh, ph, th);
- can copy and write down known Romani words, short collocations and simple sentences.

2 *Socio-linguistic competences*

Pupil at A1 level can:

- enter into basic social conversation by using simple ways of expressing politeness: to greet, to respond to greetings, to say goodbye, to make introduction, to thank, to apologize etc.;
- to ask questions including: *What's your name? Where are you from? How are you? Where do you live? What's new? ...*

3 *Pragmatic competences*

Pupil at A1 level can:

- connect letters;
- connect words, or groups of words with help of linking words, e.g.: „*the/u*“, „*abo/vaj*“, „*hoj/kaj*“.

4 *Intercultural communicative competences*

The purpose of this competence is to acquire basic knowledge of various ethnic, cultural and social groups living in European societies and acceptance of people from other cultures with their different behaviour and values. Building of intercultural competence in school environment at A1 level includes:

- ability to apply basic politeness rules during communication (to greet, say goodbye, express respect towards pupils of different ethnic origin);
- ability to talk briefly and simply, ask/find out/acquire information concerning customs and traditions of Roma at the occasion of holidays (Christmas, Easter) and important life events in written and oral form and to compare them with other cultures;
- ability to talk simply and briefly about current life of Roma in Europe (way of life, housing, eating, position of father and mother in family) and to point out to intercultural differences;

- ability to understand, tolerate and show respect towards various identities and cultural diversity including other Romani groups and subgroups;
- ability to understand better way of life and thinking of other nations and their cultural heritage;
- ability to analyze facts and problems in relation to needs of others and society as a whole.

V *Content standard*

Topics in basis thematic units focus on important aspects of Romani culture, traditions, everyday situations and basic communication needs resulting from daily life, history and life style, primarily on Roma social structure, cultural and family norms, oral tradition and history. The instruction should follow on the basis of narrative texts which invoke situations similar to experiences of pupils. Emphasis is placed on listening, understanding and imitating.

A positive motivation of children plays a very important role. The teacher decides on his/her own about scope of vocabulary concerning respective thematic areas, as well as on the speed of work at Romani language classes. The order of respective thematic units and points within them is not binding. Individual units may be connected and may overlap. In year 1 and 2 pupils acquire basic knowledge and skills, in year 3 and 4 acquired knowledge and skills are deepened and extended.

Thematic areas

Me/my family

- Introduction, greeting
- Basic information about oneself
- Parts of body
- Family members
- Division of tasks at home
- Feelings of persons

House, flat/activities

- Domicile, living
- Various types of flats, houses
- Furniture and objects in flat/house
- Daily activities in household
- Position and activities of individual family members
- Daily routines
- Process of learning from parents or older family members (clothes worn in the past, meals eaten in the past)

My community

- Town, village, region, in which I live – historic sights, important buildings, interesting points
- Roma symbols – Roma anthem, flag – description
- Orientation in town – *Where is...?*
Where can I find...? How can I get to...? ...

Roma crafts and professions

- Traditional Roma crafts – blacksmith, basket maker, fortune teller, potter, potter repair etc.
- Speaking about current professions which are also performed by Roma

Sviatky a oslavy

- Birthday – *When is your birthday? How old are you? How do you celebrate your birthday?*
- Customs related to child's baptism (highlighting important position of godparents)
- Talking about Christmas-related customs
- Talking about Easter-related customs
- Wishes
- Congratulations and wishes
- Greetings
- Invitations
- Habits related to death, Remembrance of the dead

In school/in classroom

- Classroom - furniture, objects in the classroom
- School aids and their use
- Understand instructions and follow them
- Pupils' activities in the classroom
- Subjects at school – favourite subject
- Days of the week
- My needs and feelings

Travelling and transport

- Ways how people travel, means of transport
- We travel to school
- Way of life of Roma in other European countries
- Moving /migration of Roma in the past and in the presence

Food and clothes

- Basic foods and drinks
- We set the table
- Different tastes of food (*sweet, salty, sour, spicy, ...*)
- Types of fruits and vegetables
- What is healthy, what is not healthy
- Roma dishes which were prepared in the past and today
- Favourite food and drink
- Parts of clothes, favourite clothes, clothes for various occasions, current/traditional clothes

Time, seasons and weather

- Months in the year
- Seasons and weather
- Activities which we perform throughout respective seasons
- Time data

Nature and animals

- Pets
- Free living animals
- My favourite animal
- Plants – utility, ornamental

Leisure time, hobbies

- Sport disciplines (winter, summer)
- My favourite sport
- My favourite toy
- Leisure time, hobbies

VI Performance standard

1 Listening comprehension – performance standard

General requirements for knowledge and skills of pupils at A1 level according to Framework education programme of Romani language (CFR).

Pupil at A1 level can:

- understand basic questions asked by teacher, another adult, or pupil (e.g. *What is your name?, How old are you?, Is this your brother?, etc..*);
- understand key words denoting objects in household;
- understand key words denoting activities in Romani household;
- listen and show at pictures, or maps where individual people work (e.g. in library, pharmacy, shop, police station, swimming pool);
- understand words denoting tasks and activities of individual persons within his/her Roma community;
- recognize and understand basic expressions denoting traditional and current crafts and professions of Roma when someone pronounces them or reads them aloud;
- recognize words denoting products of various crafts (e.g. horseshoes, jewels, musical performance etc.);

- recognize and understand words denoting festivities, celebrations and extraordinary events in Roma community;
 - understand basic rules and everyday activities in school and classroom if they are explained to him/her in a simple way accompanied by appropriate gestures;
 - recognize and understand names of school furniture and equipment, if he/she hears them in instructions;
 - recognize and understand basic words denoting travelling and transport in Roma culture;
 - recognize and understand words denoting main parts of clothes (coat, shoes, etc.);
 - recognize words denoting traditional Roma's clothes;
 - recognize words denoting main foods and dishes which are eaten in Roma households during celebrations;
 - understand words, or phrases used in family, or community to name day/night, seasons and types of weather;
 - recognize and understand basic words denoting animals and plants when someone says them or reads aloud;
 - recognize and understand words denoting plants and animals which are important in Roma tradition, or life.
- (adapted CFR, 2008, p. 30 - 93)

2 Reading comprehension – performance standard

Pupil at A1 level can:

- find his/her name in a list of pupils in the classroom, subject, exercise book;
- distinguish words denoting objects located in the house;
- recognize and understand words denoting objects and activities in the household;
- recognize and understand words denoting everyday activities in the community;
- find expressions in simple texts denoting individual crafts and professions of Roma in the past and present;
- distinguish words denoting objects which are located in the classroom;
- recognize words and numbers on posters and drawings in the classroom (days of the week, number of days in month etc.);
- distinguish signs on pictures depicting various means of transport;

- recognize names of basic foods;
 - recognize basic words in a simple text related to weather;
 - recognize names of seasons on pictures, cards, or in simple texts;
 - recognize names of days of the week;
 - recognize names of animals and plants depicted on the pictures;
 - find words in text denoting most common animals;
 - find words denoting sports, hobbies and other activities in text or in cards;
 - understand words denoting songs and dances, typical leisure time activities at home and activities related to performing in the public;
 - understand read text–answer questions related to the text.
- (adapted CFR, 2008, p. 30 - 93)

3 Oral expression – monologue – performance standard

Pupil at A1 level can:

- say something about himself/herself, or about his/her family by using short, or incomplete sentences;
 - describe his/her home by using key words, or short sentences;
 - describe his/her community by using key words and simple phrases;
 - use simple phrases and sentences by which he/she can briefly, sometimes incompletely talk about crafts, or professions of his/her family, or group;
 - name most important holidays of the year;
 - tell his/her family about what he/she does at school by using key words;
 - name various types of transport depicted on posters and pictures by using key words and simple phrases;
 - express what he/she likes, dislikes/in relation to food and clothes by using key words, simple phrases and sentences;
 - express what the weather is like (e.g. It is cold today.) by using key words and simple sentences;
 - name names of days of the week, months and seasons;
 - name animals which he/she knows;
 - name kinds of plants which are grown for various purposes (e.g. flowers, trees, wheat, vegetables, etc.);
 - name activities at which he/she participates at home, or within community.
- (adapted CFR, 2008, p. 30 - 93)

4 **Oral expression – dialogue – performance standard**

Pupil at A1 level can:

- respond non-verbally (e.g. by nodding his/her heads etc.) in one word, or very short sentences to basic questions about what he/she likes, does not like /and (e.g. *Do you like...?*);
- make a proper greeting to teacher, other adults and pupils and say goodbye to them;
- announce his/her immediate personal needs (e.g. if he/she needs to go to toilet);
- respond to basic questions about his/her home in one word, or very briefly;
- greet and respond appropriately to simple questions of elderly members of community;
- use key words when answering questions concerning his/her everyday activities;
- by means of gestures, use key words and simple phrases/sentences to answer basic questions about traditional and modern professions of Roma;
- by using key words, simple phrases, or sentences, answer questions on important events in the family and family celebrations, or community at which he/she participated;
- respond non-verbally (e.g. by nodding his/her head etc.) in one word or by very short answers to basic questions about school, or topics related to the classroom;
- use appropriately expressions *thank you* and *please*;
- ask for well-known objects (book, pencil, paper, etc.);
- answer questions how he/she has ever travelled/ and whether with his/her family he/she has ever done a longer journey, nonverbally, in one word, or in a very simple way;
- ask politely for food, or drink at home, or in the community;
- to respond non-verbally (e.g. by nodding his/her head etc.) in one word, or very short sentences to basic questions about food/drinks and clothes which he/she likes, or dislikes;
- respond non-verbally (by nodding his/her head etc.) in one word, or very short sentences to basic questions about weather, which he/she likes, or dislikes, and whether he/she is warm or cold;
- with key words and simple phrases answer questions about how plants and vegetables are grown, what he/she likes /dislikes /and in connection with animals about breeding a pet, or other animal etc.;

- with help of a gesture, key words and simple phrases/sentences indicate at what competitions, or leisure time activities he/she participated/ and what hobbies he/she practices. (adapted CFR, 2008, s. 30 - 93)

5 **Written expression – performance standard**

Pupil at A1 level can:

- write or copy his/her name, names of other family members, domicile;
- copy words about himself/herself from blackboard;
- copy/write simple sentences/phrases denoting parts of house and objects which are located in the house;
- copy or write local names;
- supplement missing word/phrase, phrase, complete sentence/text/dialogue;
- copy from blackboard short sentences about activities which take place at various places within given area;
- describe basic words denoting crafts, or words related to crafts and professions of Roma;
- copy or write key words from blackboard, including simple sentences related to the topic classroom;
- copy or write key words related to transport or travelling;
- denote a picture, or poster by word which depicts various types of means of transport/ways of transport;
- copy short sentences from blackboard related to transport;
- copy or write lists of various foods and divide them into groups (e.g. vegetables, fruits, meat, etc.);
- copy or write lists of types of clothes depending on where they are worn (e.g. at school, for sports, at home, for festivity);
- copy or rewrite words related to weather and seasons;
- write short sentences about weather and seasons;
- copy or write correctly names of animals and assign them to pictures;
- copy or write names of animals which occur/occurred in life of Roma;
- copy or write words denoting various hobbies and activities which take place in school or elsewhere;
- copy or write words denoting various leisure time activities practiced at home, or public performing-related activities. (adapted CFR, 2008, p. 30 - 93)

VII Recommended selected lexis and communication competences

1 Lexis

Pupil can:

- acquire basic words, collocations, basic phrases within respective thematic unit;
- use basic words, collocations, basic phrases in oral expression (monologue, dialogue);
- understand poly-semantic words in a simple communication (dialogue);
- distinguish basic words and their variants in reproduced text;
- search words and phrases on more detailed topics;
- search basic words in dictionaries;
- distinguish some original Romani words from borrowed words from other languages;
- form antonyms to adjectives:
terno-phuro, nevo-purano,
phuro/phuri – purano/puraňi.

<p><i>Key words denoting objects in household.</i></p>	<p>o kher, e soba, čhavorikaňi soba, sovibnaskeri soba, e kuchňa/tavibnaskeri soba, bešibnaskeri soba, e toaleta, e land'ard'i/nand'ard'i, o had'os, e televiza, o gaučos, o fotelis, o šifonos, o gendalos, o pokrovcos, o skamind, o stolkos, o čitro, ...</p>
<p><i>Key words denoting activities in household (carried out by mother and father)</i></p>	<p>te tavel, te morel o grati, te rajbinel, te pratinel, te bajinel pal o čhave, te cinkerele o chaben, te dikhel e televiza, te lidžal avri o šmeci, te šegitinel le čhavage paš o sikhľuviben, ...</p>
<p><i>Basic expressions denoting traditional and current Roma crafts and professions</i></p>	<p>čirlatuno, romane buťa, charfiko bući, o charfas, o khuvalo, te khuvel košara, o drotaris, o koritaris, o cehľaris, e drabarka, te phenel vastestar, te drabarel le kartendar, te bašavel, lavutaris, o draba, o doktoris, e doktorka, e sikhľard'i, o sikhľardo, o tavibnaskero/kucharis, o kelneris/čašňikos, ...</p>
<p><i>Key words denoting products of various crafts</i></p>	<p>o petala, o karfina, o lanci, o chande, o košara, o opalki, o balaňa, o cehli, o valki, ...</p>

<i>Key words denoting holidays, celebrations and significant events in Roma community and outside of Roma community</i>	ul'ipnaskero d'ives, o bol'ipen, o boňa, o kirvo, e kirvi, e Karačoňa, o jezulankos, te šukaľarel o jezulankos, e Viľ'ija, e Patraďi, te šukaľarel o jandre, te merel, o meriben, o vartišagos, o parušagos, te rovel, ...
<i>Basic rules and everyday activities in school and classroom</i>	e škola/e sikhad'i, o sikhľuvno, te sikhľol, te vakerel, te ginel/te rachinel, te genel, te irinel/te lekhavel, e matematika, e romaňi čhib, e slovačiko čhib, e geografija, e historija, te phučel, te phenel pale, ...
<i>Names of furniture and equipment, teaching aids</i>	e klasa, e tabuľa, o skamind, o stolkos, e krijeda, o pingalos, e ceruza, e irka, e gend'i, o papiris, školakere ažutipena, e taška, ...
<i>Key words denoting ways of transport</i>	te dromarel, o dromaripen, o verdan, te dromarel verdanenca, te phirel pro pindre, te džal pre bicigľa, o busos, o motoris, o vilaňis, o eroplanos, e mašina, te dromarel andre buťi, te dromarel andre škola, ...
<i>Key words denoting parts of clothes, basic characteristics and colours</i>	o uraviben, o gad, e cholov, o kamašľi, o viganos/šľaflogos, e rokľa, e bluza, o khosno, o gerekos, o sveteris, lačo, nalačo/phuj, lačhejleskero, buťakero, god'aver, parno, kalo, lolo, belavo, šargo, ...
<i>Key words denoting traditional Roma clothes</i>	d'indard'i rokľa le fodrenca, d'indard'i rokľa skladimen, viraguňi rokľa, viraguňi bluza, o khosno, e leketa, kaľi cholov, lolo gad, šargo gad, hosune ciracha, o ancugos, somnakuno lancos, somnakune čeňa, ...
<i>Key words denoting names of dishes, basic procedures and instructions during cooking and preparation of dishes which are eaten in Roma households and during celebrations</i>	Sar pes tavel...? Džanes te tavel? Sar tavel tiri daj/ tiri baba o goja? Rado chas pišota? Rado chav haluški ciraleha. So rado/narado chas? Sar keres e marikľi? Sar kampil te kerel o chumer? Džanes s'oda ...? Pre Karačoňa tavas kozarengeri/ chundruľengeri zumin. ...
<i>Key words denoting weather</i>	o idejos, del brišind, del jiv, avri tates, avri šil, sitinel o kham, phurdel e balvaj, avri kerades, avri fad'inel, džungalo idejos, šukar idejos, del baro brišind, o perumi maren, ...
<i>Naming seasons and months</i>	beršeskere katora, o jaros, o ňilaj, o jesos, o jevend, jarone, jevende, jesone, ňilaje, o januaris, o februaris, o marcos, o april'is, o majos, o junos, o julos, o augustos, o septembros, o oktobros, o novembros, o decembros
<i>Basic expressions denoting days of the week and hours, but also expressions used for determining times according to clocks</i>	o pondzelkos/hetvin, o ftorkos, e streda, o štvartkos, o paraščovin, o sombat, o kurko, keci ori? jekh ora, štar ori palodilos, dešuduj ori, tosara, dilos, raťi, džiodilos, palodilos, adaďives, idž, palidžeskero, tajsa, paltajsaskero,...

<p><i>Key words denoting animals and plants, when someone pronounces them, or reads them and are accompanied by picture</i></p>	<p>paňa-veša, džviri, kherutne džviri, voľno dživipnaskere dživi, e kachňi, o bašno, o balo (baľičo), e papin, o rikono (džukel), o graj, e gurumňi (e guruvňi), o bakro, e bakri, e buzňi, o šošoj, o sap, o ričh/o medvedis, o ľevos, o tigrišis, o ruv, o čiriklo, miro kamaduno džviros, o draba, e čar, e luludŕi, o veš, o rukh, ...</p>
<p><i>Key words for sports and other outside activities, personal hobbies and interests including theatre, musical study and performing</i></p>	<p>voľno vacht, interesa, o športos, jevendutno športos, te ližinel pes, te sankinel pes, te korčulinel pes, te kerel jivune manušes, ňilajutno športos, te plivinel, te bavinel fotbalis, te kerel turistika, kamaduno športos, kamadune bavišagi, te bašavel pre lavuta, ...</p>
<p><i>Basic expressions for music, songs, and dances which are typical for Roma celebrations</i></p>	<p>romaňi giľi, romaňi phurikaňi giľi, romaňi banda, halgatos/halgatovos, lavutaris, romano kheliben, romano bašaviben, primašis, ungika giľa, ...</p>

Selected recommended communication competences – **monologue**

Say something about oneself and one's family in short sentences.

Me man vičínav Jozef. Miro dad pes vičinel Milan. Miri daj pes vičinel Irena. Me som čhavo. Man hin duj phrala. Man hin trin pheňa. O papus the e baba bešen amenca. Hin man duj kaka the trin biba. E Irenka, miri strično phen, dživel Angl'ijate. O Erik hino miro strično phral. ...

Describe one's appearance in simple phrases or sentences.

Man hin kale bala. Man hin belava jakha. Man hin cikno nakh. Me som učo. Me som cikno. ...

Describe one's home by key words or short phrases.

Me bešav pro gav. Amen hin baro kher. Hin amen pandž sobi. Andre čhavorikaňi soba sovav me the mire duj phrala. ...

Describe what he/she does at home with help of key words or short phrases.

Khere sikhľuvav, irinav o kherutne buťa/ulohi, pratinav andre miri soba. Rado bavinav bavišagi pro kompjuteris. Varekana dikhav le dadeha e televiza. ...

Describe one's community with help of key words and simple phrases.

Andre miri komunita dživen but Roma. Varesave Roma dživen andro murimen khera, varesave famil'iji dživen andro cikne kaštune kherora. Le famil'ijen hin but čhave. ...

Describe everyday activities in school or play in playground by simple phrases/sentences

Andre škola/sikhaďi sikhľuvav te genel, te irinel/lekhavel. Sikhľuvav the e romaňi čhib. Rado bavinav fotbalis. ...

Talk about crafts or professions of their family members in simple sentences.

O dad kerel bući pro stavbi sar muraris. Miri phen kerel bući andre škola sar asistenka. Miro phureder mandar phral kerel bući andro zavodos. E daj na kerel bući, joj hiňi khere. ...

Name individual ways of transport depicted on posters and pictures in key words and simple phrases.

Say which means of transport are cheaper, faster, more environmentally friendly, more expensive, more comfortable.

Say which towns in Slovakia and which countries in Europe they have already visited.

O manuša dromaren motorenca, mašinaha, busoha, vilaňiha, eroplanoha. Me rado dromarav motorihaha. O dad dromarel andre bući busoha. Andro aver thema dromaras eroplanoha. Te dromarel eroplanoha hin kučeder, aľe feder the sigeder. Buterval dromarav ke phen Kašate. Miro phral dživel Belgijate. Kamav te džal Prahate. ...

Express what they like, or dislike in terms of food and clothes by key words, simple sentences.

Me rado chav banani. Narado chav zumin. Mange pes pačisaľol miro nevo gerekos. Me rado urav rokľa the bluza. ...

Say what day it is.

Adadžives pondzelkos/hetvin. Tajsja ela ftorkos.
Paltajsaste ela streda. Štvartkone avela miro amal
ke amende khere. Paraščovine mek džava andre škola/
sikhadži. Sombatone the kurke som khere. ...

Name animals they know.
Say where they live, where we can see them, what
they consume.
Tell a fairy tale/story about animals.

Miro kamaduno džviris hin rikono. Aver kherutne
džviri save prindžarav hine: e gurumňi, o balo,
e kachňi, o bašno, e papin, o graj. Dzive džviri saven
prindžarav hine: o ričh, o ľevos, o sap. Kaj dživen
o kherutne džviri? Kaj dživen o dzive džviri? Kaj šaj
dikhas varesave dzive džviri? So chal o graj? ...

Name kinds of plants grown for various purposes
(e.g. flowers, vegetables, wheat etc.)

E želeňina the o frukti/ovoca o manuša bararen,
bo hin len but vitamini. Oda hin e paradiča, e paprika,
o ugorki, e armin, e purum, e phabaj, e ambrol,
e čhiľav, ...

Name activities they like to practice outside
of school.

Me rado bavnav kompjueris. Me rado genav o gend'a.
Me rado bašavav pre lavuta. Ňilaje rado phirav pre
bicigľa the bavnav fotbalis. ...

Name activities at which they participate at home.

Khere pratinav, phiravav avri o šmeci. Varekana
šegitinav la dake andre kuchňa te tavel the te thovel
o grati. ...

Selected recommended communication competences – **dialogue**

<i>Greeting teacher, pupils, other adults and saying good-bye to them.</i>	Lačo d'ives! Ahoj! Serus! Sar sal? Sar san, bibi? Džan Devlaha! Ačhen Devleha! O Del tuha! ...
<i>Announcing one's personal needs.</i>	Šaj džav pre toaleta? Šaj vareso phučav? Šaj mange phenen mek jekhvar? Našči man den papiris the pingalos? Kamav vareso te phenel. Na achaľuvav. Na džanav mištes romanes. Sar pes phenel slovačika? ...
<i>Answer in one word, or very short sentences to basic questions about what they like, or dislike.</i>	So rado/narado keres? Rado genes? Me man rado bavnav pro komjuteris. Me rado genav. Me rado dikhav e televiza. Me narado khelav. Me narado pratinav. ...
<i>Answer briefly basic questions about home.</i>	Kaj bešes? Savo kher tumen hin? Hin tut tiri soba? Me bešav pro gav. Me bešav andro foros. Amen hin trinesobengero kher. Man hin miri soba. Odoj man hin hađos, skamind, duj stolki, regalos pro gend'a, šifonos pro gada, televiza. ...
<i>Answer briefly questions about duties at home.</i>	Save buća keres khere? Khere šegetinav la dake te pratinel, te thovel o grati. Lidžav avri o šmeci. Sikhľuvav the irinav kherutne buća/ulohi. Varekana džav andre skľepa, te kampel vareso te cinel. ...
<i>Use key words in answers to questions about everyday activities.</i>	So kerel e daj? So kerel o dad? So keren aver džene andre famil'ija? E daj tavel. O dad phirel andre bući. Me phirav andre škola/sikhad'i. Palodilos sam khere calo famel'ija, jekhetane chas. Rači dikhas e televiza. ...
<i>Basic questions about traditional and modern professions of Roma.</i>	Save buća kerenas varekana o Roma? Save buća keren o Roma adad'ives? O Roma kerenas char'iko bući. Varesave Roma khuvenas košara, kerenas metli. O koritara kerenas balaña. O drotara drotinenas chevale pira. Adad'ives o Roma hine sikhade avri, keren bući sar sikhľarde, doktora, asistentki, ...
<i>Ask for permission, ask for familiar objects.</i>	Šaj mange den e gend'i? Šaj mange den papiris the ceruza? Šaj mange den e irka? ...
<i>Basic questions and answers about school.</i>	Rado phires andre škola/sikhad'i? Savo predmetos rado/narado sikhľos? Me rado sikhľuvav angľiciko čhib. Me narado sikhľuvav e matematika. Miro kamaduno predmetos hin e romaňi čhib. ...

Appropriate use of expressions thank you and please.

Paľikerav tumenge! Jertisaren, šaj mange phenen, sar kempel te džal pre štacija? Mangav tumen, šaj tumendar vareso phučav? Av(en) ajsi/o lačhi/o ...

Simple phrases to describe various types of transport.

But manuša dromaren mašinaha. Miro dad dromarel andre bući motorihha. Andro aver thema dromaren o Roma eroplanoha. Me andre škola/sikhadī dromarav busoha. ...

Ask for basic food /meal /drink in school cafeteria, at home, or in store.

Mangav tumen, kamav jekh maro, čhil, thud,... Daje, šaj mange keres maro čhileha the tejos? Daje, so tađal? Zumin na kamav, šaj man des ča haluški ciraleha? ...

Ask how much a given thing costs.

Keci mol o maro? Keci mol o čhil? Keci mol kilos phaba? Keci mol ada parno gad? ...

Answer questions about food/drinks and clothes which they like, or dislike in one word or very short sentences.

So rado/narado chas? So rado/narado pijes? So rado ures? Me rado chav rantimen mas kompirenca. Me rado chav phaba. Me narado chav pherardī armin. Me rado pijav tejos. Me narado pijav thud. So tu rado chas? So džanes te tavel? ... Me rado urav cholov the sveteris. ...

Answer very briefly basic questions about weather which they like, or dislike.

Savo hino tiro kamaduno beršeskero kotor? Savo idejos hin űilaje/jevende? Miro kamaduno beršeskero kotor hin o űilaj. űilaje hin avri tates, o kham sitinel. Me narado som, te avri del brišind. Me narado som, te avri phurdel e balvaj. ...

Say what time it is.

Keci ori? Akana deš ori. Imar jekh ora uđarav pre tute. Kana džaha khere? Khere džava palodilos štare orendar. ...

Answer basic questions about pets, whether they like animals.

Hin tut khere varesavo džvirov? Savo hino tiro kamaduno džvirov? Man hin khere cikno rikono. Vičinav les Beni. Jov hino godāver, savore džene andre familīja les rado dikhen. Miro kamaduno džvirov hin graj. ...

By using key words, simple sentences, answer questions about hobbies, competitions and other activities.

So rado keres andro voľno vacht? Save hine tire kamadune interesa? Andro voľno vacht rado bavina v bavišagi pro kompjuteris. űilaje rado phirav te plivinel, rado bavina v fotbalis, rado phirav pre bicigľa. Mek rado genav o genda. Sikhľuvav te bašavel pre lavuta. Jevende rado bavina v hokejis. Rado bavina v tenis. ...

2 Grammar and word classes

Nouns

Šerutne/Bare nava

Pupil can:

- determine gender of nouns: o, e;
- distinguish singular and plural of nouns;
- use oicoclitic nouns of male and female gender without ending and with ending in some cases, e.g.: *nom. sg. – o dad, o phral, e daj e phen, nom. pl. – o dada, o phrala, o daja, o pheña, dat. sg. – le dadeske, le phraleske, la dake, la pheñake, abl. sg. – le dadestar, le phralestar, la datar, la pheñatar;*
- use xenoclitic nouns of male gender in some cases, e.g.: *nom. sg. o papus, o chartas, o lavutaris, dat. sg. – le papuske, le chartaske, le lavutariske, abl. sg. – le papustar, le chartastar, le lavutaristar.*

Adjectives

Kijathode nava

Pupil can:

- compare some adjectives (regular and irregular comparison), e.g.: *cikno – cikneder, jekh/ nekcikneder, lačo – goreder – nek/jekhgoreder, moderno – moderneder – nek/jekhmoderneder;*
- use indirect case, e.g.: *lače dadeske, phura daha;*
- distinguish male and female gender of adjectives;
- distinguish singular and plural.

Pronouns

Vašonava

Pupil can:

- use personal pronouns: *me, tu, jov, joj, amen, tumen, jon; man, tut, les, la, amen, tumen, len;*
- use reflexive pronouns: *pes/me pes morav, me man morav, pen/jon pen moren;*
- use possessive – attributive pronouns: *miro/i/e, tiro/i/e, leskro/i/e, amaro/i/e, tumaro/i/e, lengro/i/e;*
- use attributive reflexive pronouns: *peskero/peskeri/peskere, pengero/pengeri/pengere;*
- use interrogative pronouns: *ko, so, savo, kaj, ...*
- use indefinite pronouns: *vareko, vareso, varekana, ...*
- use negative pronouns: *ňiko, ňi(k)haj, ňisar, ňisavo.*

Numerals

Ginutne

Pupil can:

- use basic cardinal, ordinal and fold numerals until 100

Adverbs

Paškerutne

Pupil can:

- use not derived adverbs: *čirla, sig, dur, avri, but;*
- use adverbs derived from prepositions and nouns with suffix **-e**: *tele, jevende, ňilaje, d'ivese; vaše, paše;*
- use adverbs derived from the word *rat/noc* by suffix **-i**: *rači;*
- use adverbs derived from original adjectives with suffix **-es**: *phares;*
- use adverbs of time and frequency: *adađives, rači, ič, tajsja, imar, akana, pal'is;*
- use adverbs of place: *adaj, odoj, avri, andre, khere;*
- use adverbs of manner: *lačhes, šukares, lokes, čechika, ...*

Verbs

Kerutne

Pupil can:

- use linking verb *hin/o, hiñi, hine;*
- use present tense of verbs, class 1, 2, 3, for instance: *kerel, asal, sovel, chal, del, lel, sikh'lol, ...*
- use imperative for verbs of class 1, 2, 3, for instance: *ker!, asa!, sov!, cha! de!, le!, sikh'luv!, ...*

Prepositions

Anglonava

Pupil can:

- use basic prepositions, e.g.: *andre, ke, kije, paš, ...*

Conjunctions

Phandune

Pupil can:

- use basic conjunctions, for instance: *the, u, ta, kaj, hoj, so, bo, ...*

3 *Syntax*

Pupils acquired basic syntactic phenomena:

- word order in sentence in indicative mood;
- linking of words;
- basic specifics of Romani sentence composition – possible absence of link hi(n);
- possessive links: hin man čhavo, hin mange 8 berš;
- sentences to express order, ban, call and wish;
- plea and emphasizing order: Av ča arde!;
- way of forming questions in terms of intonation;
- way of forming questions by exchange of subject;
- negative sentences.

4 *Orthoepy*

Pupil can:

- pronounce words correctly with a view to inter-dialectal and morphological principle of orthography;
- articulate clearly;
- use correctly sentence stress and word stress – stress in penultimate syllable of phonetic unit, stress on third syllable from end in case of three and more syllable forms of names (genitive forms and possessive pronouns);
- principles of right pronunciation of voiceless fricatives: čh, kh, ph, th;
- distinguish intonation in short questions.

5 *Orthography*

Pupil can:

- have knowledge of basic rules of Romani orthography;
- write capital letters;
- write punctuation marks;
- write correctly negative particle na concerning verbs;
- separate words, for instance: *pal o dad, paš o skamind.*

VIII Study resources

Hübschmannová, Milena - Šebková, Hana - Žigová, Anna: Romani-Czech and Czech Romani pocket dictionary, Fortuna, 2001

Lukáčová, Ingrid: Supplementary study texts to the subject Romani language, National Institute for Education Bratislava, 2007

Gašparová, Eva: Study texts in Romani and Slovak language, National Institute for Education Bratislava, 2011

Teacher´s Manual to work with study texts in Romani and Slovak language, National Institute for Education Bratislava, 2012

Facuna, Jozef – Mancová, Marta: Romani-Slovak reading book for second year of primary school, National Institute for Education Bratislava, 2015

Gašparová, Eva – Lukáčová, Ingrid: Amari romaňi čhib, National Institute for Education Bratislava, 2016

Gašparová, Eva: Amari romaňi čhib – exercise book, National Institute for Education Bratislava, 2016

Hübschmannová, Milena - Šebková, Hana - Žigová, Anna: Romani-Czech and Czech Romani pocket dictionary, Fortuna, 2001

Recommended literary texts to develop reading and interpretation skills of pupils:

Lacková, Elena: Romani fairy tales (Romane paramisa), East Slovak publishing house for Cultural Union of citizens of Romani ethnic origin in Slovakia, 1992

Fabiánová, Tera 1992. Sar me phiravas andre škola / How I used to go to school. České Budějovice /Brno: ÚDO and Romain Community in Moravia, 1992

Horváthová, Agnesa: Pale bari Rama the aver paramisa, Praha: Signeta, 2003

CONCLUSION

Framework education programme for Roma language, which is composed of content and performance standard, is designed for primary education in which teaching of subject Romani language and literature starts in year 1 to 4 of primary school. Content and performance standards define Romani language teaching goals and provide framework for basic curriculum. Texts, fairy tales, stories focus on reading comprehension and listening comprehension, as well as on familiarizing with Roma literature – with some Roma writers who wrote in Romani language. Teacher may choose text in line with the topic, or he/she may supplement them.

Romani language teacher shapes and modifies them according to the character of the given group of pupils and selected study material. A basic characteristic in relation to teaching of subject Romani language literature in year 1 to 4 of primary school is communicative orientation.

It is up to the teacher to choose methodological procedures to achieve education goals. Methods: communication method stands in the centre which includes language elements that allow to sustain a reasonable conversation, communication in each teaching phase. A more developed form of communication method is narrative method. It is based on stories, fairy tales and pictures which provide impulses for speaking. Another method which should be used in primary education is audio – linguistic method, at which pupils learn only by listening and verbal imitation. The focus is laid on listening and speaking on the basis of narrative texts. At the beginning pupils should listen a lot, gradually copy activities and enrich them by speaking. It is important to take advantage of children's willingness to imitate what they heard and to support their ability to memorize easily simple texts. It is important to engage senses as much as possible into the perception process. An important part of the process includes moving/kinetic activities which are natural for this age group. Teaching lesson should be divided into shorter parts which frequently alternate. In year 1 focus is placed on listening comprehension and speaking. In years 2-4 other skills are developed including reading and writing. Vocabulary is included in conversation units. Teacher can supplement conversation units.

Teachers should create a relaxed, friendly atmosphere in which pupils learn without fear and stress. They should use and support pupils' willingness to learn and their natural curiosity, knowledge and experience (including linguistic) as another source of teaching. They should manage pupils' needs, enable them to learn with all senses, emotional sentiments and in a playful form. An important condition for developing oral and written expression is to evoke the need for pupils to say something, to be satisfied from his/her right and appropriate expression.

Verification of pupil's knowledge should be done in a playful form. Our aim is to identify increased pupils' knowledge, their expression skills, social behaviour and language skills. Teacher should lead pupil to the right self-evaluation, as well as evaluation of classmates. It is helpful to use checklists in the form "I know"/"I can" (European language portfolio, Language Policy Department, DG IV – Council of Europe, F-67075 Strasbourg Cedex. Available at decs-lang@coe.int – www.coe.int/lang) enabling to determine study goal, progress monitoring and evaluation of results.

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